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The average number of students in the laboratory varies from ten to twenty. The time given to laboratory work runs from fifty minutes in one school to four hours a week in another. Two schools have three hour laboratory periods; five have two to three hour laboratory periods; and one school has one and a third hours of laboratory work.

In three schools the work in the laboratory is done individually by the students, in three schools the work is done in pairs, and in the four remaining schools the work is done in pairs, or small groups or is rarely performed as a demonstration experiment by the teacher.

In five of the schools the teachers require the pupils to write up the notes in the laboratory; in the other five schools the notes may be written up in the laboratory and at home.

Two schools charge a laboratory fee and two require broken articles to be paid for as broken; the six other schools charge no laboratory fee.

The value of the laboratory equipment varies from naught in two schools to three thousand dollars in one school. Four schools have between seven hundred and fifty and one thousand dollars invested in equipment and three schools have equipment valued from three to four hundred dollars.

#### PHYSICS

Sixteen of the nineteen schools returning the questionnaire teach physics and two have an exclusive teacher for the subject as is shown in Table V.

Six schools either give no laboratory work or, as is the case in three schools, the laboratory work is done by the teacher as demonstration experiments. One school has a forty-five minute laboratory period, another has an hour and twenty minute laboratory period, and all the remaining nine schools give two to four hours weekly to laboratory work.

In schools where individual or group laboratory work is done by the students the average number in the laboratory sections varies from nine to twenty. In two schools the laboratory work is done by the pupils individually. In six schools the laboratory work is done by the students working in pairs and in two schools the work is done in groups.

Four schools have no laboratory equipment. One has three thousand dollars worth; two have one thousand dollars worth; one has seven hundred and twenty-five; two have five hundred; and the remaining six schools have laboratory equipment valued from three hundred and fifty down to fifty dollars.

The time in weeks given to mechanics, heat, sound,

light, and electricity is shown in the last five columns of Table V.

#### CONCLUSION

A few of the general conclusions which may be drawn from the study are:

General science and physics, judging from the number of schools teaching these subjects, are the most popular high school science courses; biology comes next and chemistry last. Physical geography is rapidly being supplanted by general science though a few schools are still retaining physical geography in their curriculum.

Judging from the size of the classes and the character of the laboratory work done, more and better equipped teachers are needed to teach physics and general science.

The laboratory equipment in the majority of cases is good.

Several schools are attempting to give four full years of science when two years, well taught, would be much better.

#### TRANSPORTATION OF PUPILS IN PITT COUNTY, N.C.

ALL SCHOOL trucks in Pitt County are the property of the Board of Education. No district funds of any type are invested in them. We find that this plan gives us a decided advantage over that of allowing the district to buy its own trucks.

"At the beginning of the school year the principals of our consolidated schools were called together and furnished a supply of order forms of the type enclosed, and also a supply of monthly reports, copies of which are attached. An effort was made to impress upon them the very great necessity of exercising the proper care in the operation of trucks under their control. They were advised in no uncertain terms that the successful and economical operation of these trucks was considered a very definite part of their work. Should the trucks not receive the proper care, or should the cost of operation prove excessive, they would not be considered for position in our schools for next year. With this as a basis, we then began the transportation of pupils. Student drivers were employed. A few of these received no pay whatever. Several were paid \$5 per month, and a number received as much as \$10 per month. This was the maximum salary allowed. Each driver was charged with the responsibility of seeing that his truck was kept in proper condition. One local garage at each consolidated school was designated as a supply and repair

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is expected that these words will be mixed indiscriminately, but in the final form they will be arranged in the order of their difficulty to be determined by experimenting with the test.

The next four columns are for the facts to be given about the nouns, the next four, for the pronouns, and the next six for the verbs. The last column is for the score made in giving the facts for each form attempted.

Thus it is easy for the pupil to give the information with the least confusion. When he decides that the word is a verb form, he at once glances to the group of columns where the verb facts are to be given, fills in the blanks in the order in which he meets them, and goes on to the next word.

The test should not be given to a class until it has had almost a full year's work in Latin. This means that it should not be used until the end of the first year's work. It can be repeated during the second year and can be continued on through to the end of the fourth year. As has been mentioned, the words are ultimately to be arranged in the order of their difficulty, the most difficult words coming at the end of the list. In this manner, and with a time limit, the test can be used with all the Latin classes.

It was the original plan to get the test into such shape by early spring that it could be tried out before the schools closed for the summer. But it was found that it was almost impossible to get it finished, and consequently this work has to be carried over to the next term.

When the test is given at that time, it will be for the purpose of deciding on the order of the words and the value that each word is to have in scoring the results. This value can be determined by the number of times that each word is correctly or incorrectly spotted. It may be necessary to change some of the forms also.

In conclusion, it may be well to emphasize the central plan used in devising the test. Throughout all of the work the idea has been to use only the forms of most common occurrence. The examination of the sixteen first-year Latin books gave the general framework upon which the whole test was built. It gave the number of nouns, pronouns and verbs to use. And these numbers represented as nearly as possible the relative amount of emphasis that the different parts of speech received. It also showed how this emphasis was distributed, more of it being placed on certain conjugations and declensions than on some of the others.

The study of the syntax of the high school Latin books showed the relative emphasis placed on the different cases, and the study of the first books of the different high school Latin texts showed how the rela-

tive emphasis should be placed on the different cases, and the study of the first books of the different high school Latin texts showed how the emphasis should be placed on certain tenses and moods and not on others. And finally, the study of the words used in the high school Latin texts gave the words that occur most frequently.

The test as it now stands is the result of all these investigations. It consists of only those forms that from actual occurrence in the texts used in high school Latin, and from the emphasis received in first year Latin books, can be fairly called the most commonly used forms.

Whether a test thus put together and made up can be made of value in testing the pupil's knowledge of Latin forms remains to be seen. Certainly, there is no good reason for any pupil or teacher objecting to the test on the grounds that it contains unfair words or forms. As nearly as it was possible to make it, it is the essence of all the high school Latin forms put into one small list of words. And as such it ought readily to find its place in the rapidly increasing list of scientific tests for measuring the work of the class room.

#### TRANSPORTATION OF PUPILS IN PITT COUNTY, N. C.

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depot for the trucks at that station. Garage men, drivers, and the principal of the school were advised that no bills would be paid for supplies of any nature whatsoever unless the driver carried with him written order for same countersigned by the principal. Our plan, in brief, was this:

"If the driver was in need of gasoline, written order was obtained for same from the principal. This order specified the exact amount the driver was to receive. A duplicate of this order was kept on file in the principal's office. Upon the delivery of the original order, the driver received his gasoline from the garage. Original order was filed and attached to statement for supplies for that particular truck when it was sent to the principal at the end of the month. The principal of the school then checked both the original order and the items listed on the account with duplicate orders on file in his office. No items were paid for unless original order authorizing the same was found. We found that by adopting this plan, we saved a considerable amount."—SUPT. R. G. FITZGERALD.

From bulletin on "Consolidation of Schools and Cost of Transportation," published by the State Department of Education, Raleigh, N. C.